

January 31, 2003

Eugene W. Hickok  
Office of the Under Secretary  
U.S. Department of Education  
400 Maryland Ave., SW, Room 6W324  
Washington, D.C. 20202

Dear Under Secretary Hickok:

We are pleased to submit California's Consolidated State Application Accountability Workbook for your review. The No Child Left Behind (NCLB) Act sends out a positive and profound message: that all of the children in the United States should aspire to high academic standards, not just the ones that live in a particular neighborhood or attend a particular school. As citizens of this country, we are responsible for ensuring that all of our children have the chance to reach those standards. This is the spirit in which we submit this workbook. We welcome the opportunity to work in partnership with the federal government to help California students attain the goals set forth in the NCLB.

As you will see from Principle Number 1, California has elected an approach similar to Ohio's accountability plan, which has already been approved. Our AYP definition follows the provisions of the federal law and regulations closely. We will use that definition in conjunction with our current Academic Performance Index (API) system to arrive at a unified measure of a school or LEA.

In light of our strict approach to AYP, we would like to request that the peer review of our workbook occur as soon as possible. We believe it is in the interest of both the federal government and California to arrive at a final state-level formulation of AYP quickly. To facilitate the peer reviewers' task, our workbook includes a number of hyperlinks through which the reviewers can access the documents relevant to the key principles.

### **Central Elements**

We would like to call your attention to two central elements in our definition of AYP:

- First, the California State Board of Education (SBE) has adopted a strict definition of AYP that corresponds closely to the specific requirements set forth in federal law and regulation. The decision was influenced greatly by our preliminary discussions with federal officials, who clearly indicated that certain

features of our current Academic Performance Index (API) were unacceptable in establishing AYP by itself. Specifically identified as non-compliant were the manner in which our API affords compensatory points for students who score at the advanced level and the manner in which it combines English language arts and mathematics results.

- Second, the SBE reaffirmed the world-class academic standards it adopted in the past, responding positively to Secretary Paige's argument of October 22, 2002, that states not ratchet down their expectations in order to game the AYP system. The SBE did the right thing in maintaining California's rigorous definition of what constitutes "proficient," not downgrading this standard as some states have done.

### **Concerns**

We have two particular areas of concern that require your attention, corresponding to the central elements of California's definition of AYP. First, as we noted earlier, officials of the U.S. Department of Education (USDE) indicated to us that our current accountability system was unacceptable in establishing AYP without significant modifications. If the USDE, contrary to these early indications, in the end approves definitions of AYP from other states that are based solely on unitary and compensatory performance indexes, this would inspire a reevaluation of the AYP definition offered in this workbook.

Also, we hope that the USDE will carefully review accountability plans from those states that have found it necessary to lower their standards to meet the challenge of NCLB. At the very least, if the USDE is unable to ensure a roughly equivalent definition of "proficient" and comparable data across all of the states, we expect that it will be proactive in discouraging simplistic and spurious comparisons of the percentages of "failing schools" in each state.

### **Closing**

In arriving at a definition of AYP, California has acted in good faith, and we are sure that the federal government will exercise its own responsibilities in a similar spirit. In closing, we would like to emphasize our commitment to the ideals expressed in the NCLB. The State Board of Education and the California Department of Education together stand willing to work closely with the federal government in ensuring the success of this ground breaking initiative. In the final analysis, it is the students of California who stand to benefit from our cooperation.

Sincerely,

JACK O'CONNELL  
State Superintendent of Public Instruction

REED HASTINGS  
President, State Board of Education

# **State of California Consolidated State Application Accountability Workbook**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

**DUE: JANUARY 31, 2003**



**U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**

## **Instructions for Completing Consolidated State Application Accountability Workbook**

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

### **Transmittal Instructions**

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
Washington, D.C. 20202-6400  
(202) 401-0113

## **PART I: Summary of Required Elements for State Accountability Systems**

### **Instructions**

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

**Summary of Implementation Status for Required Elements of  
State Accountability Systems**

Status	State Accountability System Element	
Principle 1: All Schools		
P	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
P	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
P	1.5	Accountability system includes <i>report cards</i> .
P	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
P	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
P	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

**STATUS Legend:**

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

# CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

## **Principle 5: Subgroup Accountability**

P	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
P	5.4	The accountability system includes <i>limited English proficient students</i> .
P	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

## **Principle 6: Based on Academic Assessments**

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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## **Principle 7: Additional Indicators**

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

## **Principle 8: Separate Decisions for Reading/Language Arts and Mathematics**

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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## **Principle 9: System Validity and Reliability**

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

## **Principle 10: Participation Rate**

P	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

### **STATUS Legend:**

F – Final policy

P – Proposed Policy, awaiting State approval

W– Working to formulate policy

## **PART II: State Response and Activities for Meeting State Accountability System Requirements**

### **Instructions**

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.



**PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> <li>• The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).</li> </ul>	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

## CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

California currently has a comprehensive school accountability system in place that encompasses all schools, including public charter schools. California will utilize the federal measure of “proficient or above” in English language arts and mathematics to supplement its existing system, the cornerstone of which is the Academic Performance Index (API).

The California Department of Education (CDE) will determine Adequate Yearly Progress (AYP) based on the proportion of students scoring at “proficient or above” on the statewide assessments for all California public schools and LEAs that have met or exceeded the minimum subgroup size for accountability (see Critical Element 5.5). California will use its existing API as an additional academic indicator for all schools, as provided for by the NCLB. Progress on the API for purposes of AYP will be defined as demonstrating a gain of one or more API points or meeting the statewide performance target of 800. Currently, the API is only a school-level indicator. Since the NCLB requires states to determine AYP for Local Educational Agencies (LEAs), the state will now calculate APIs for any LEA that meets or exceeds the minimum subgroup size for accountability. A state API will also be calculated and reported.

The conjunction of AYP and the API will serve as the foundation of a system of school classification. On January 8, 2003, the CDE submitted to the California State Board of Education (SBE) a draft of a school classification matrix (see Attachment A). The SBE endorses the concept of a school classification matrix and expects to take action on the draft school classification matrix or similar method of classification not later than April 2003. The classification will be added to the annual performance report that each school receives. It will also serve as a foundation for establishing eligibility and priority for school awards and interventions.

### Schools and LEAs with fewer students than the minimum subgroup size for accountability

Test results for schools that fail to meet the minimum subgroup size for accountability will be aggregated to the LEA level. (The minimum size for a school or an LEA will be equivalent to the minimum subgroup size for accountability outlined in Critical Element 5.5.) Public charter schools will be treated in the same manner as all other schools, but will have their results aggregated to the LEA level if they are chartered through an LEA. Schools without a sufficient number of scores to determine AYP will be identified on the LEA-level AYP report generated by the state. LEAs will have the responsibility of establishing AYP for these schools. The State will furnish technical assistance to LEAs as part of this process, including the identification of approved methods for establishing AYP for these schools. These methods could include “pairing and sharing” for schools that fail to meet the minimum subgroup size for accountability to the maximum extent practicable as well as the aggregation of scores over a number of years to meet the minimum subgroup criterion. [Note: In “pairing and sharing,” schools in the same governance unit will be matched in order to generate a sufficient number of scores for an AYP determination. This method could also include schools with no grades assessed (Kindergarten only, K-1) but which matriculate students to schools with a sufficient number of scores.]

Currently, the CDE is unable to establish school feeder patterns because of the absence of a universal student longitudinal database. California is currently in the process of developing student identifiers for the purpose of tracking students. The CDE will review its policy with respect to relying on LEAs to identify schools that fail to meet the minimum subgroup size for accountability criterion when it has the capacity to establish an individual student’s pattern of enrollment.

All changes that do not require a change in California state law will be in place by May 2003. Those that require changes in state law should be enacted by October 2003 (See Attachment B for a timeline of regulatory changes and legislative changes as well as other implementation activities.)

### **Supporting Evidence:**

- Draft Classification Matrix (see Attachment A)
- [API Description](#)
- [Staff and Parents Assistance Packet for the 2001-02 API Growth](#)
- California’s timeline for NCLB implementation (see Attachment B)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>To determine AYP, all public schools and LEAs will be evaluated on the basis of the percentage of students at or above proficient in English language arts and mathematics, so long as a school or LEA meets or exceeds the minimum subgroup size for accountability. Schools and LEAs will also be evaluated on the progress they make on the API. In addition, high schools will be evaluated on the progress they make on the graduation rate. The CDE anticipates that 2002 baseline data on each indicator included in the AYP determination will be reported to schools and LEAs by May 2003.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.<sup>1</sup></p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>

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<sup>1</sup> System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

California Content Standards

California's implementation and use of challenging academic content standards began in December 1997, when the California State Board of Education (SBE) adopted content standards for English language arts and mathematics. These standards contain coherent and rigorous content and specify what students are expected to know and be able to do. California's world-class standards were developed for *all* students and can be attained by *all* students given the appropriate standards-aligned instruction, sufficient time, and intervention when necessary. The 2003 "Quality Counts" survey rates California's standards a "B+".

California's Assessment System

The Standardized Testing and Reporting (STAR) program, first implemented in 1998, currently includes a norm-referenced test (California Achievement Test, Sixth Edition or CAT/6), the California Standards Tests (CSTs) in English language arts, mathematics, and history/social science (high school level), the Spanish Assessment of Basic Education (SABE/2), and the newly developed California Alternate Performance Assessment (CAPA) for students with severe cognitive disabilities. In addition to the assessments included in the STAR program, California has developed a high school exit exam. The California High School Exit Exam (CAHSEE) was administered for the first time in 2001 to a voluntary group of 9<sup>th</sup> grade students. The CAHSEE represents the core content that a high school graduate is expected to know and be able to demonstrate in English language arts and mathematics. Results for the exam are reported separately by content area. Beginning in 2003 the CAHSEE will have a tenth grade census administration.

The SBE approved performance levels on the California Standards Tests (CSTs) at their meeting in February 2001. Five performance levels were adopted: advanced, proficient, basic, below basic, and far below basic. Sensitivity to gains at the lower levels was one major concern that prompted the adoption of five performance levels, rather than the minimum of three required by the NCLB.

Elementary and middle schools: Results from the CSTs will be used to determine the percentage of students scoring at the "proficient" level or above for all elementary and middle schools.

High schools: California proposes to use results from the CAHSEE to establish AYP for high schools. Currently CAHSEE test results are evaluated on the basis of pass/no pass. California will identify the three required achievement levels for the CAHSEE as part of a technical process that should be completed by May 2003. It is anticipated that the baseline results for high schools will be roughly equivalent to the elementary and middle school results. Evidence of setting the achievement levels will be submitted to the peer review team.

**Supporting Evidence:**

- [California content standards](#)
- [2003 Quality Counts Report on Standards and Accountability](#)
- [Information about the 2003 STAR program](#)
- [Information about the California High School Exit Exam \(CAHSEE\)](#)
- [California State Board of Education minutes from their February 7, 2001 meeting where performance levels on the CSTs were approved \(see Item 19\)](#)
- [California State Board of Education draft minutes from their January 8, 2003 meeting that describes which performance level will be used to judge "proficient" for NCLB](#)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

Currently, results from the STAR assessments are provided by August 15 of each year. For the last several years California has had mid-year AYP determination, after the certified API files were released in December or January. (AYP and API have been synonymous since 1999.)

Beginning in 2003, to meet the timing requirements of NCLB, California is working with its test publisher to modify the current reporting cycle to ensure that AYP determinations are communicated to schools and LEAs prior to the start of the traditional school year. In working with the test publisher, the CDE will ensure that 2003 assessment results reflect the required reporting format (disaggregated by all required subgroups and for each content area) and include the NCLB mobility definitions. These results will be reported in August of each year on the Internet, and will include the percent of students scoring at or above “proficient” on the applicable assessments for English language arts and mathematics separately. Participation rates for the school and all numerically significant subgroups for both content areas will also be reported.

Because the API will be used as an additional indicator for all schools, computation of the API prior to our current reporting date (October) is necessary. The CDE will provide an API calculator via the Internet for schools and LEAs to use to estimate their API prior to the formal release in October of each year.

The provision of the statewide assessment data, the participation rates, and the API as described above will allow for a preliminary AYP determination in August of each year. This will provide LEAs with sufficient time to notify parents about public school choice and supplemental education services prior to the beginning of the academic year, for the majority of California schools. Final school and LEA accountability reports and AYP determinations will be issued in mid-December after testing data has been received from all schools and LEAs, after all necessary data corrections are complete, and after all submitted appeals are considered (see Critical Element 9.2).

Evidence of communication between the CDE and the test publisher about the reporting of test results and preliminary AYP decisions before the start of the next school year will be presented to the peer review team.

**Supporting Evidence:**

- [API Calculation spreadsheet](#)



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

Accountability report cards have been a feature of California's accountability system since 1988, when Proposition 98 required LEAs to produce them for each of their schools. School-level report cards are available on the Internet as links from the California Department of Education's Web site. As of January 2003, 99% of students in California's public schools are in LEAs that have a link to report cards from the CDE's Web site.

Presently, the CDE produces a template of the report card, including data that are available to the state. LEAs then complete the report card by providing narrative sections and by supplying information available locally. As a result of NCLB, this template will expand to include federally required LEA-level data. In most cases, these data will be an aggregation or "roll-up" of school-level data. LEA-level information is currently included in the school accountability report card templates. Additional LEA required data and the state-level report card, representing an aggregation of the LEA-level data, will also be produced in fall 2003.

At the school, LEA, and state levels, the report card will contain the required disaggregated results of student performance. Subgroups currently reported in the school report card include: 1) males and females; 2) economically disadvantaged, 3) limited English Proficient, 4) students receiving migrant education services, 5) major racial/ethnic groups (African American/Black, Hispanic, Asian American, Pacific Islander, Filipino, American Indian/Alaska Native, White), and 6) all students. Beginning with the 2002-03 reporting cycle, student performance results for students with disabilities will be added.

Some of the elements included in California's current school accountability report card will require modification to fully comply with the NCLB requirements. All changes should be complete by October 2003 and will be implemented with the 2002-03 reporting cycle.

**Supporting Evidence:**

- [School Accountability Report Card template](#) that is made available to all LEAs
- [School Accountability Report Card home page](#) for program information

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? <sup>2</sup>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> <li>• Set by the State;</li> <li>• Based on adequate yearly progress decisions; and,</li> <li>• Applied uniformly across public schools and LEAs.</li> </ul>	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.

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<sup>2</sup> The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

Current state law provides for awards, both monetary and non-monetary, to schools that meet their Academic Performance Index (API) targets. The monetary awards programs include the Governor's Performance Award Program and the Certificated Staff Performance Incentive Program. Non-monetary programs include the state California School Recognition Program and the federal Blue Ribbon Program and Achieving Schools Programs.

California has two statewide intervention programs in place: the Immediate Intervention/Underperforming Schools Program and the High Priority Schools Grant Program. Schools that are eligible for either of these programs are the lowest performing in the state; participation is voluntary. In either program, schools are subject to state sanctions in the event that they fail to demonstrate significant growth on the API during the school action plan implementation period. Also, schools that receive Title I funds are identified for Program Improvement (PI) if they fail to make AYP for two consecutive years. PI schools that continue to fail to make AYP are subject to corrective action, as required by federal law.

Each of the state awards and interventions programs is available to all California schools, regardless of Title I funding, so long as the schools meet eligibility requirements in state law and regulation. Discussions are commencing to align current state awards and interventions program for all schools with the final school classification matrix or method of school classification (see Critical Element 1.1 above), and with the federal interventions and sanctions for Title I schools under NCLB. Since California has a well-established program of awards and interventions, realignment will require extensive legislative and regulatory changes. The realignment plan will be presented in the May 2003 NCLB Plan, and necessary changes in state law and regulation should be completed by October 2003. Evidence of progress in realignment will be submitted to the peer review team.

**Supporting Evidence:**

- [California Education Code § 52057 \(Governor's Performance Awards program\)](#) and [California Education Code § 44650 \(Certificated Staff Performance Incentive Act\)](#) for program descriptions of the two state-level monetary awards programs
- [California School Recognition Program description](#)
- Achieving Schools program eligibility criteria for 2003 (see Attachment C)
- [California Education Code § 52053-52053.53 \(Immediate Intervention/Underperforming Schools Program\)](#) and [California Education Code § 52055.600-52055.660 \(High Priority Schools Grant Program\)](#) for program descriptions of the state-level intervention programs

**PRINCIPLE 2. All students are included in the State Accountability System.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

California Education Code § 60640(b) requires each school district, charter school, and county office of education to administer the Standardized Testing and Reporting (STAR) Program assessments to each of its pupils in grades 2-11, unless the pupil is excused by a parent request (allowable by California law – see California Education Code § 60615). The California Department of Education (CDE) has developed and implemented an alternate assessment for children with severe disabilities who cannot take part in the regular STAR assessments – the California Alternate Performance Assessment (CAPA). All students with disabilities, unless excused by parent request are required to participate in either the STAR assessments or the CAPA. At the high school level, California Education Code § 60851(b) requires each 10<sup>th</sup> grader to take the California High School Exit Examination (CAHSEE). The STAR, CAPA and CAHSEE results will be merged for AYP reporting purposes, as appropriate.

Test results summarized according to the federal AYP criterion (percent proficient or above in English language arts and mathematics) will be reported at the school level for all students who have been enrolled in the school since the beginning of the academic year; at the district level for all students who have been enrolled in the district since the beginning of the academic year; and for all students at the state level. These definitions and procedures will apply to all schools and LEAs statewide. In the case of special education students who are educated in settings different than their school of residence (e.g., county-run programs or private schools), the CDE has developed a set of guidelines or counting rules that delineate which entity (e.g., school or LEA) should be held accountable for the test results of these students (see Attachment D).

Currently, California holds a school accountable for the performance of any student who has been enrolled in the *school district* for a full academic year. In order to comply with the provisions of NCLB, California will undertake to amend the relevant California Education Code section through legislation in order to make a school accountable only for the performance of a student who has been enrolled in the school for a full academic year. A district will be held accountable for all students who were enrolled in the district for a full academic year. The performance results of students not enrolled in any one district for a full academic year will be aggregated to the state level. The necessary change in legislation should occur by October 2003.

**Supporting Evidence:**

- [California Education Code section § 60640\(b\) regarding student participation in the Standardized Testing and Reporting \(STAR\) assessment program](#)
- [California Education Code section § 60851\(b\) regarding student participation in the California High School Exit Exam](#)
- [California Education Code § 60615 that describes the allowance for parental waivers to excuse students from the statewide testing program](#)
- Accountability guidelines for special education students (see Attachment D)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Currently, California uses the date on which Local Educational Agencies (LEAs) are required to submit information to the California Basic Educational Data System (CBEDS) as the beginning of the academic year for reporting purposes. This date occurs annually in October, generally on the first Wednesday. If a student is continuously enrolled in a school from that date to the date of testing in the spring, California considers the student to have been enrolled in that school for a “full academic year.” The same criterion will be used for LEAs.</p> <p>Current California law about student mobility for the Academic Performance Index (API) will be changed to reflect the criteria outlined above. This change should be complete by October 2003.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Information about the enrollment of students is collected on the Student Answer Document (SAD) that is completed at the time of testing for the STAR tests, the CAHSEE, and the CAPA. A SAD is completed not only for a student who actually participates in the assessment but also for a student who is enrolled in one of the grades tested and does not take the assessment. The 2003 SAD will include two questions designed to address student mobility:</p> <ul style="list-style-type: none"> <li>• Has the student been continuously enrolled at the <u>school</u> since the CBEDS date?</li> <li>• Has the student been continuously enrolled in the <u>district</u> since the CBEDS date?</li> </ul> <p>This is the method by which California will determine which students will count at the school, district, or state level.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Draft Student Answer Document (SAD) for the 2003 testing cycle (see Attachment E for page 1 and Attachment F for page 2)</li> <li>• <a href="#">Information for Coding Test Documents (2003 testing cycle)</a></li> </ul>		



**PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts<sup>3</sup> and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>At their January 8, 2003, the California State Board of Education (SBE) adopted a definition of Adequate Yearly Progress in both English language arts and mathematics. The definition is based on a statewide performance goal of all students scoring at or above the “proficient” level on the standards-based statewide assessments by the required deadline of 2013-2014. Performance on the California Standards Tests (CSTs) in English language arts will be used to evaluate AYP for students in grades 2-8; the California High School Exit Exam (CAHSEE) will be used to evaluate performance of students in grades 10-12.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">California State Board of Education draft minutes from their January 8, 2003 meeting</a></li> <li>• <a href="#">California State Board of Education “Proposal for Adequate Yearly Progress Under NCLB – Questions and Answers” (January 8, 2003)</a></li> </ul>		

<sup>3</sup> If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

In California, in order to make AYP, a public school or LEA must meet or exceed the State's annual measurable objectives in English language arts and mathematics, demonstrate progress on the Academic Performance Index (API) as the other indicator, and demonstrate a participation rate in each applicable assessment of 95% or higher. Additionally, each student subgroup within a public school or LEA will have to meet or exceed the State's annual measurable objectives in English language arts or mathematics and have a participation rate of 95% or more in each assessment, if the subgroup meets the definition of a numerically significant subgroup (see Critical Element 5.5).

In the event that a student subgroup does not meet its annual measurable objectives, the school or LEA may be considered to have made AYP if all of the following conditions are met for that subgroup:

- The percentage of students in that group who did not meet or exceed the “proficient” level on the applicable assessments decreased by 10% of that percentage from the preceding school year.
- That group of students demonstrated growth on the Academic Performance Index (API) of at least one point from the preceding school year or attained the statewide performance target of 800. (California will use the API as an additional academic indicator as per Critical Element 1.1.)
- For high schools, that group of students demonstrated progress in increasing its graduation rate.
- That group of students had at least a 95% participation rate on the applicable assessment (see Critical Element 10.1 for California's method for determining participation rate).

California will identify for Program Improvement any school that fails to make AYP for two consecutive years on the same measure. For example, a school that had a subgroup fail to meet or exceed the annual measurable objective in English language arts in Year 1 and in Year 2 would be identified for Program Improvement. A school that failed to meet or exceed the annual measurable objective in mathematics in Year 1, but in English language arts in Year 2 would not be identified for Program Improvement.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20<sup>th</sup> percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

Using 2002 STAR data, California has established separate starting points in English language arts and mathematics for measuring the percentage of students at or above proficient for grades 2-8: California's starting point for English language arts is 13.6% at or above "proficient"; for mathematics the starting point is 16.0% at or above "proficient". These starting points are based on the percentage of students at "proficient" or above in a public school at the 20<sup>th</sup> percentile of California's total enrollment among all schools ranked by the percentage of students at the proficient or advanced levels. This produces the higher percentage from the two methods prescribed by the NCLB.

The starting points for high school (Grade 10) can only be established following the definition of achievement levels on the California High School Exit Exam (CAHSEE) in May 2003 (see Critical Element 1.3). When the CAHSEE was first developed in 2001 it was administered to 9<sup>th</sup> graders on a voluntary basis (i.e. not all 9<sup>th</sup> graders took the test). In 2002, only those 10<sup>th</sup> graders who had not previously passed both parts of the test were required to participate in the assessment. The first census administration of the test will occur for 10<sup>th</sup> graders in 2003. The CDE will estimate the starting point for the CAHSEE based on existing data from 2001 and 2002 and submit it in May 2003. We will re-evaluate and consider re-establishing the starting point after data from the spring 2003 census administration is available.

When data from the 2003 census administration of the CAHSEE is available, the CDE will also determine whether separate starting points for grades 2-8 and grades 10-12 will be utilized in the twelve-year timeline, as allowed by the NCLB.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>California will establish separate English language arts and mathematics statewide annual measurable objectives that identify a minimum percentage of students that must meet the "proficient" level of academic achievement. Annual measurable objectives will utilize the same percent proficient as the most recent intermediate goal, or, in the beginning, the starting point (see Critical Element 3.2c). The English language arts and mathematics annual measurable objectives will be applied to each school and LEA, as well as to each subgroup at the school, LEA, and statewide levels to determine AYP status. In the event that the adjusted 2003 grade 10 starting points (see Critical Element 3.2a) are not materially different from the 2003 annual measurable objectives for grades 2-8, then common annual measurable objectives will be established for all grades from 2004 onward.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> <li>•The first incremental increase takes effect not later than the 2004-2005 academic year.</li> <li>•Each following incremental increase occurs within three years.</li> </ul>	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

California will establish separate English language arts and mathematics intermediate goals statewide that increase in equal increments over the 12-year timeline. There will be seven intermediate goals total. For grades 2-8, these goals are:

ELA	Year	Math	
13.6	2002	16.0	(Starting Points)
24.4	2005	26.5	(Intermediate Goals)
35.2	2008	37.0	
46.0	2009	47.5	
56.8	2010	58.0	
67.6	2011	68.5	
78.4	2012	79.0	
89.2	2013	89.5	
100.0	2014	100.0	(Final Goals)



This schedule of intermediate goals will result in all students in grades 2-8 meeting or exceeding the proficient level of academic achievement in English language arts and mathematics not later than 2013-2014, as required by law. Intermediate goals for high schools will be set following the calculation of the starting points, and if the 2003 adjusted starting points for grade 10 are not materially different from those for grades 2-8, the intermediate goals for grades 2-8 will be applied to all grade levels (see Critical Element 3.2a).

These intermediate goals are consistent with the expectation that the strongest academic gains in schools and districts are likely to occur in later years, after teachers are given time to align their instruction with academic content standards, after districts are given the opportunity to increase their capacity to support needed reforms, and after there is a highly qualified teacher in every California classroom. This is particularly true for low-performing schools in California where students are being asked to reach performance levels that are especially rigorous (see Critical Element 1.3).

**Supporting Evidence:**

- Twelve-year timeline for English language arts with annual measurable objectives and intermediate goals (see Attachment G)
- Twelve-year timeline for mathematics with annual measurable objectives and intermediate goals (see Attachment H)



**PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. <sup>4</sup>	AYP decisions for public schools and LEAs are not made annually.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>The California Department of Education (CDE) has been making annual AYP decisions for all schools receiving Title I, Part A funds for the last several years. In keeping with this established practice, the CDE will make an annual determination about whether each school that meets or exceeds the minimum subgroup size for accountability met AYP based on the new definition adopted by the California State Board of Education (SBE) on January 8, 2003. The CDE will hold LEAs responsible for determining whether or not schools with fewer students than the minimum subgroup size for accountability met AYP and will furnish LEAs with approved methods for making this determination (see Critical Element 1.1). The CDE will notify LEAs with a listing of schools for which it is unable to make an AYP determination. This will be done in time for LEAs to determine school-level AYP for these schools prior to the start of the 2003-2004 school year and each year thereafter.</p> <p>The CDE will make an annual determination of whether each LEA made AYP based on the criteria adopted by the SBE on January 8, 2003. For LEAs that meet or exceed the minimum subgroup size for accountability, this determination will rest on whether or not the performance of the LEA in the most recent testing cycle met the annual measurable objectives and its participation rate, overall and for each subgroup, was at least 95%. The CDE will use one of the methods that it has identified to evaluate schools with fewer scores than the minimum subgroup size for accountability to determine whether or not LEAs with fewer scores than the minimum subgroup size for accountability met AYP.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Title I District and School Profiles that show the status of all Title I schools in the state</a></li> <li>• <a href="#">Title I Program Improvement Frequently Asked Questions</a></li> <li>• <a href="#">Memo to LEAs describing the transition of current Program Improvement schools to NCLB</a></li> </ul>		

<sup>4</sup> Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

**PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>California currently disaggregates test results by each of the student subgroups required by NCLB per demographic information collected on the Student Answer Document (SAD) at the time of testing. The California Department of Education (CDE) will use these results to determine the percent of students at the “proficient” level or above by subgroup for the annual AYP determination for all schools and LEAs in the state.</p> <p>Currently, state law requires that numerically significant racial/ethnic and socioeconomic disadvantaged subgroups will demonstrate “comparable improvement” in order for the school to meet its Academic Performance Index (API) growth target. (Note: For accountability purposes, California defines a socioeconomically disadvantaged group rather than an economically disadvantaged group. A student is included in the socioeconomically disadvantaged group if they participate in the Free or Reduced Price Lunch program or if the highest level of education of either of the student’s parents is less than a high school diploma. This definition was chosen for the API system in 1999 because of the non-universality of the Free and Reduced Price Lunch indicator, particularly at the high school level, and because parental education is generally accepted as a better predictor of students performance on a standardized test than participation in Free and Reduced Price Lunch Program, regardless of the student’s grade.) In order to make reporting on the API consistent with NCLB requirements, California proposes to add the two additional student subgroups required by NCLB, students with disabilities and students with limited English proficiency, to the subgroups required to demonstrate “comparable improvement.” This addition to state law should be accomplished by October 2003.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Sample report from the Standardized Testing and Reporting (STAR) system that shows disaggregated data for all NCLB required subgroups</a></li> <li>• Sample report from the California High School Exit Exam (CAHSEE) that shows disaggregated data for subgroups (<a href="#">example 1</a> and <a href="#">example 2</a>)</li> <li>• Copy of the draft 2003 STAR Student Answer Document (SAD) that indicates the demographic characteristics that are collected for each student (see Attachments E and F)</li> </ul>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Numerically significant student subgroups will be expected to meet annual measurable objectives in English language arts and mathematics and to participate in student assessments at a rate of 95% or higher in order for a public school or LEA to demonstrate AYP.</p> <p>If one or more numerically significant subgroups fails to meet an annual measurable objective, then the school or LEA can make AYP if:</p> <ul style="list-style-type: none"> <li>• The percentage of students in that group who did not meet or exceed the “proficient” level on the applicable assessments decreased by 10% of that percentage from the preceding school year.</li> <li>• That group of students demonstrated growth on the Academic Performance Index (API) of at least one point from the preceding school year or attained the statewide performance target of 800. (California will use the API as an additional academic indicator as per Critical Element 1.1.)</li> <li>• For high schools, that group of students demonstrated progress in increasing its graduation rate.</li> <li>• That group of students had at least a 95% participation rate on the applicable assessment.</li> </ul>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Students with disabilities within the STAR tested grade span (2-11) participate in California's statewide assessment program by taking either the general assessment with or without accommodations/modifications or the alternate assessment. The majority of students with disabilities participate in the general assessment, but those with significant cognitive disabilities may be eligible to participate in the California Alternate Performance Assessment (CAPA). Results from students with disabilities who participate in the general statewide assessment (i.e. STAR) will be summarized in the same fashion as any other students. The scores for students with disabilities who take the alternate assessment will be included in the assessment data in the accountability system within the parameters defined by federal statute and regulations.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">California Code of Regulations § 853(c) that describes California's policy for testing students with disabilities</a> (see Title 5, Division 1, Chapter 2, Subchapter 3.75, Article 2, Section 853(c))</li> <li>• Draft Special Education Accommodations/Modifications for California Statewide Assessments (see Attachment I)</li> </ul>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Currently, California Education Code § 60640(b) requires all students in grades 2-11 to participate in the STAR assessment program. Similarly, California Education Code § 60851(b) requires all 10<sup>th</sup> graders to participate in CAHSEE. English learners are not exempt from these requirements, but may take the assessments with accommodations (see Supporting Evidence for Critical Element 5.3). Test results from these students on the statewide assessment are summarized in the same fashion as any other student.</p> <p>The California State Board of Education (SBE) has had several public discussions regarding the definition of the English learner subgroup. Their preliminary decision is to include re-designated fluent English proficient students as part of the English learner subgroup for AYP purposes. This is consistent with the interpretation of Title IX § 9101(25)(D)(iii) that states “the term limited English proficient when used with respect to an individual, means an individual...whose difficulties in speaking, reading, writing, or understanding the language may be sufficient to deny the individual the ability to meet the State’s proficient level of achievement on assessments...” The SBE will make a final determination regarding this decision by April 2003.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">California Education Code § 60640(b) that describes the inclusion of all students in the STAR program</a></li> <li>• <a href="#">California Education Code § 60851(b) that describes the requirements for all students to participate in the CAHSEE</a></li> <li>• <a href="#">California Code of Regulations § 853(d) that describes California’s policy for testing students with limited English proficiency</a></li> <li>• <a href="#">Title IX, § 9101(25)(D)(iii) of the No Child Left Behind Act of 2001</a></li> </ul>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.<sup>5</sup></p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

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<sup>5</sup> The minimum number is not required to be the same for reporting and accountability.

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California defines 11 as the minimum number of students required to report subgroup results. This number has been selected as a result of confidentiality concerns (see Critical Element 5.6). California further will define the minimum number of students in a subgroup for accountability purposes to be:

- 100 students with valid test scores, or
- 50 students in those cases where the subgroup constitutes at least 15% of the students at the school with valid test scores

This would apply to schools, LEAs, and student subgroups within an LEA or school. This represents a change from the current state law regarding the API and would therefore require a legislative change, which would occur by October 2003.

Since the inception of its accountability system in 1999, California has required that numerically significant student subgroups in a school demonstrate “comparable improvement” in order for a school to be eligible for awards or meet its API growth target. As a result, California has had three years experience in establishing what constitutes an appropriate minimum subgroup size, including unexpected consequences that result from such a criterion.

After analyzing the interaction between school-level and student subgroup accountability, California finds that there are three major considerations in establishing a minimum subgroup size. Any minimum “n” formula must strike a balance between these three:

- The formula should reflect acceptable standards of statistical reliability.
- The formula should encourage LEAs and schools to address the instructional needs of numerically significant ethnic and socioeconomically disadvantaged student subgroups.
- The formula should take into account the use of the subgroup analysis, i.e., the consequential validity of the decision about whether or not the subgroup made AYP.

A statistical analysis reveals that a minimum “n” of 100 for a subgroup that has 50% of its students at the “proficient” level or above still implies a standard error of 5%. Moreover, this error is compounded in the case of schools with diverse student populations because of the cumulative effect of repeated AYP decisions for each significant subgroup. From the standpoint of consequential validity, it is difficult to support a minimum “n” size under 100 especially for schools as diverse as those in California. In this connection, it is imperative to consider the consequential aspects of a given formula for minimum “n” size, or in other words, the likelihood that a given formula will yield reliable decisions about whether schools have actually made AYP, particularly in light of the high stakes attached to such a measure.

On the other hand, a minimum “n” of 100, although technically meritorious, does not fully address the diversity of California’s schools in enrollment, student demographics, and geography. The adoption of this minimum “n” has the following implications for California’s schools:

- It would result in a far larger number of schools for which an annual AYP decision is difficult if not impossible to make because the schools do not have a minimum of 100 valid test scores.
- It may be logical for a small elementary school to design an instructional strategy to address the learning needs of a subgroup of less than 100, however illogical that may be for a large high school where such a group may represent a very small proportion of the overall student population.
- Using a one “minimum-n-fits-all-schools” formula may have serious unintended consequences. For example, it could potentially result in the over-identification of large, urban high schools for program improvement, potentially resulting in an inappropriate redirection of school improvement resources away from elementary and middle schools. This would be counter-productive, since it is logical to assume that instructional changes that are implemented in elementary schools are fundamental in raising the achievement levels in high schools.

Because these policy and instructional considerations are very important in California, the rule 100 students or 50 students and 15% of the students at the school with valid test scores is more appropriate and will result in a more accurate identification of California schools that fail to make AYP than a simple minimum “n.” Additional supporting evidence and data simulations will be presented to the peer review team.

### Supporting Evidence:

- [Council of Chief State Schools Officers \(CCSSO\) publication “Making Valid and Reliable Decisions in Determining AYP” \(see pages 23 and 62-72\)](#)



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. <sup>6</sup>	Definition reveals personally identifiable information.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>As per current practice, the CDE will not report test results for fewer than 11 students. AYP determinations for grades 2-8 will be made and reported as a result of the summary of data across grade levels, further ensuring that student confidentiality will be maintained.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">California Code of Regulations § 854 that describes California’s policy for reporting test scores</a></li> </ul>		

<sup>6</sup> The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

**PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.<sup>7</sup></p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>AYP will be based primarily on the percentage of students at or above the “proficient” level in English language arts and mathematics. This will be determined through the California Standards Tests (CSTs), the California High School Exit Exam (CAHSEE) and the California Alternate Performance Assessment (CAPA), as applicable. All three tests are based on the California content standards. The Academic Performance Index (API), which functions as an additional indicator, is currently based exclusively on academic assessment results, both standards-based and norm-referenced. California Education Code § 52052(a)(3) requires the eventual inclusion of attendance rates and graduation rates in the API when proven valid and reliable; however, it also requires test results to constitute at least 60% of the API. The only non-assessment component of AYP is the graduation rate, which is required by NCLB.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">California’s Public Schools Accountability Act of 1999 (PSAA) that describes the regulations guiding the composition of the Academic Performance Index</a> (see § 52052(a)(3)(A))</li> <li>• <a href="#">2002 Base API information that describes the current composition of the API</a></li> </ul>		

<sup>7</sup> State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

**PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> <li>Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or,</li> <li>Uses another more accurate definition that has been approved by the Secretary; and</li> <li>Must avoid counting a dropout as a transfer.</li> </ul> <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause<sup>8</sup> to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

<sup>8</sup> See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

California does not currently have a student data system that would allow longitudinal tracking of individual students from Grade 9 through high school graduation. Such a system is currently under development and once fully implemented can and will be used to calculate a high school graduation rate. Until that time, however, the California Department of Education (CDE) will use results from the California High School Exit Exam (CAHSEE) as a proxy for a high school graduation rate. The CAHSEE is an assessment that is administered to all students in Grade 10. Passing both portions of the assessment (English language arts and mathematics) is intended to be a graduation requirement for the class of 2004 and beyond. Students are given multiple opportunities to take and pass the exam during their high school career. A student will only become part of the proxy rate when the student passes both portions of the assessment.

Rather than combining results across different years, which would increase the unreliability and volatility of the calculation, this rate will be based on the number of students passing the CAHSEE during one year for three grade levels (grades 10, 11, and 12). The resultant combined pass rate will be reported as the proxy for the graduation rate. (Note: The number of passers in grades 11 and 12 are included in the denominator to ensure that the rate will not exceed 100.)

***Proposed Formula for Using CAHSEE as a Proxy for Graduation Rates***

$$\frac{\text{Number of Grade 10 passers} + \text{Number of Grade 11 passers} + \text{Number of Grade 12 passers}}{\text{Grade 10 enrollment} + \text{Number of Grade 11 passers} + \text{Number of Grade 12 passers}}$$

The CAHSEE was offered on a voluntary basis to 9<sup>th</sup> graders in 2001 (Class of 2004). In 2002 all 10<sup>th</sup> graders who did not take or pass the exam in 2001 as 9<sup>th</sup> graders were required to take the exam. Spring 2003 will be the first census administration of the exam of all 10<sup>th</sup> graders (Class of 2005). The proxy rate proposed here can be calculated only after spring 2004 testing when students in grades 10, 11, and 12 have had the opportunity to take the exam. Until a rate based on three full years of data is available, the graduation rate for 2002 and 2003 will be estimated by using CAHSEE results for those years. The baseline will be re-established in 2004.

Because California lacks a student-level data system, and because school-level dropout data is unreliable and often varies dramatically from year to year, the use of the CAHSEE as a proxy to a high school graduation rate is a much more accurate and reliable indicator of which students will graduate from high school. Additional evidence about the superior accuracy of this method for California schools will be presented to the peer review team.

The estimate for the 2001-2002 baseline will be completed by May 2003. At that time California will define what is meant by "progress" on this additional indicator.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.<sup>9</sup></p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>California proposes to use the Academic Performance Index (API) as the required additional academic indicator for elementary and middle schools as well as an additional academic indicator for high schools. Progress on that indicator will be defined as growth of at least one API point or attainment of the statewide performance target of 800. The CDE will report the API by school, LEA, and numerically significant student subgroup. Disaggregated API results will be used when applying the exception clause (“safe harbor”) to make AYP.</p> <p>While the API includes the same test results used to determine AYP, it</p> <ul style="list-style-type: none"> <li>• Reflects movement across four cut points, instead of only one,</li> <li>• Includes norm-referenced test results in addition to standards-based test results, and</li> <li>• Includes additional content areas and standards tests at the high school level.</li> </ul> <p>Therefore, the API is an ideal supplement to the AYP method of measuring academic performance, i.e., “proficient” or above in English language arts and mathematics.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• API information (see Critical Element 1.1)</li> <li>• <a href="#">The Academic Performance Index (API): A Six-Year Plan for Development (2001-2006)</a></li> </ul>		

<sup>9</sup> NCLB only lists these indicators as examples.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>California requires that the test publishers, with whom we have contracted, ensure that statewide assessments meet nationally recognized standards of validity and reliability. These assessments are the basis of both the AYP determination and the API calculation.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Copy of a letter from the Educational Testing Service, California's contractor for the California Standards Tests, indicating it is their responsibility to ensure the reliability and validity of the statewide assessments (see Attachment J)</li> </ul>		

**PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.<sup>10</sup></p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>California currently reports assessment results separately by academic content area, including English language arts and mathematics, on the California Standards Tests (CSTs), the California High School Exit Exam (CAHSEE), and the California Alternate Performance Assessment (CAPA). AYP for a school and LEA will be determined by evaluating performance in English language arts and mathematics separately.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Sample school-level AYP report (see Attachment K)</li> </ul>		

<sup>10</sup> If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

**PRINCIPLE 9. State Accountability System is statistically valid and reliable.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>As noted in Critical Element 5.5, statistical reliability is not necessarily the best measure of precision in making AYP determinations. Instead the notion of consequential validity is of more importance, especially in light of the high stakes associated with the misclassification of schools.</p> <p>In this regard, the California Department of Education (CDE) currently supports research by Dr. David Rogosa of Stanford University on the potential for misclassification of schools based on Academic Performance Index (API) gains and losses. This includes an on-going estimate of decision consistency. The CDE plans to extend this research to encompass the new federal AYP criteria as it will be incorporated into the State Accountability System, including the publication of estimates of decision consistency.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Accuracy of API Index and School Base Report Elements” by Dr. David Rogosa (Dec. 2002)</a></li> <li>• <a href="#">“Year 2000 Update: Accuracy of API Index and School Base Report Elements” by Dr. David Rogosa (December 2002)</a></li> <li>• <a href="#">“Year 2001 Update: Accuracy of API Index and School Base Report Elements” by Dr. David Rogosa (December 2002)</a></li> <li>• <a href="#">“Irrelevance of Reliability Coefficients to Accountability Systems: Statistical Disconnect in Kane-Staiger ‘Volatility in School Test Scores’” by Dr. David Rogosa (October 2002)</a></li> </ul>		



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>California plans to continue its already existing process for public schools and LEAs to appeal an accountability decision. Currently, annual appeals of the AYP decision can be made based on statistical or other substantive reasons [per Title I, Part A, § 1116(b)(2)]. Appeals are required to be submitted to the CDE 30 days after the AYP determination is made. The CDE reviews each appeal on a case-by-case basis. In the future, an LEA, on behalf of its schools, would submit such an appeal following the publication of preliminary AYP results in August of each year.</p> <p>In addition to an appeal of an AYP decision, following the publication of preliminary results in the summer, an LEA may also submit a request to correct erroneous demographic information that may affect the subgroup analysis on the statewide assessments used to determine AYP. This type of appeal is in accord with current practice in conjunction with the API reporting cycle.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.<sup>11</sup></p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

<sup>11</sup> Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>California has a plan that describes the anticipated changes in the statewide assessments over the next three years. The three-year assessment plan closely interacts with the six-year plan for the Academic Performance Index (API), because the API is based on the statewide assessments. (Recall the API is the additional indicator for AYP allowed under the NCLB.)</p> <p>The API is computed in base-growth cycles. That is, for the 2002-03 cycle the base is computed on the 2002 assessment results and released in January 2003; the growth is computed on 2003 assessment results and released in October 2003. The API calculation is always the same within each base-growth cycle (i.e. progress is assessed on the same indicators from Time 1 to Time 2). Any new assessments or new calculation methods are introduced into the API at the start of a new base-growth cycle. When the API was first developed in 1999 it included only a norm-referenced test. In 2001 the California Standards Tests in English language arts were added to the API. In 2002, the California Standards Tests in Math and results from the California High School Exit Exam were added. In 2003, a Grade 8 California Standards Test in history/social science and the California Alternate Performance Assessment will be added. Future plans include adding a Grade 5 standards-based science assessment in 2004 and a Grade 8 and Grade 10 standards-based science assessment in 2005 (science assessments are required under NCLB).</p> <p>One of the more immediate changes in our assessments that will impact AYP involves the establishment of three performance levels on the California High School Exit Examination (CAHSEE) per the NCLB requirements. As described earlier in this workbook, an estimated starting point for grades 10-12 will be submitted in May 2003. This starting point is an estimate because when the CAHSEE was administered for the first time in 2001 it was offered on a voluntary basis to 9<sup>th</sup> grade students. In 2002 it was offered to all 10<sup>th</sup> graders who did not pass both portions of the exam in 2001. While data from both the 2001 and 2002 test administration cycles are available, those results are not comparable to the 2003 results for the purposes of establishing AYP for high schools (2003 will be the first 10<sup>th</sup> grade census administration of this exam). As a result, California will re-evaluate and consider re-establishing the starting point after data from the spring 2003 census administration is available.</p> <p>The California State Board of Education will annually review the plans for the statewide assessment system and the API. The CDE will expand this to include changes in the AYP measure resulting from changes in assessments as necessary.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Three-year Plan for the Development of California's Assessment System</a></li> <li>• <a href="#">The Academic Performance Index (API): A Six-Year Plan for Development (2001-2006)</a></li> </ul>	

**PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>The California Department of Education (CDE) is able to calculate participation rates because it requires that a Student Answer Document be completed for each student in the grades to be assessed, including students who do not take the assessment.</p> <p>Currently California requires that for awards eligibility, an elementary or middle school must test at least 95% of eligible students and a high school must test at least 90%. These criteria will be expanded to apply to AYP, and the California State Board of Education will amend or excise its regulations to raise the high school rate to 95%. The rates will be calculated for English language arts and mathematics separately. Additionally, all numerically significant subgroups must have participation rates of 95% or greater.</p> <p>For tests included in the Standardized Testing and Reporting (STAR) system, including the California Standards Tests (CSTs), these rates are calculated by dividing the number of students tested by the number of students enrolled on the first day of testing, less the number of students excluded by parent request. California law recognizes this exclusion (California Education Code § 60615). There are no similar provisions for student exclusions on the CAHSEE. Students participating in the California Alternate Performance Assessment (CAPA) are included in both the numerator and denominator.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Public Schools Accountability Act of 1999 § 1031(i) that describes minimum participation rates for awards eligibility</a> (see Title 5, Division 1, Chapter 2, Subchapter 4, Article 1.7, Section 1032(i))</li> <li>• <a href="#">California Education Code § 60615 that describes the allowance for parental waivers to excuse students from the statewide testing program</a></li> </ul>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>California will apply the 95% requirement to any LEA or school. It will also apply the requirement to any student subgroup that is composed of:</p> <ul style="list-style-type: none"> <li>• 100 students or</li> <li>• 50 students in those cases where the subgroup constitutes at least 15% of the students eligible to take the assessment</li> </ul> <p>If the school, LEA, or student subgroup meets the participation criterion but fails to generate the requisite number of scores to satisfy validity and reliability standards, the participation rate will not be used as a factor in AYP. Alternatively, if the LEA, school, or student subgroup does have sufficient enrollment but fails to meet the participation rate criterion, then it will be deemed not to have met AYP.</p>		

## **Appendix A**

### **Required Data Elements for State Report Card**

#### **1111(h)(1)(C)**

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

## Attachment A School Classification Matrix

API Performance	AYP Performance		
	Did not make school wide AYP	Made school wide AYP only	Made both school wide and subgroup AYP
Met school wide performance target of 800	***	*****	*****
Met school wide API growth target, <i>API less than 800</i>	**	***	****
School wide API growth GT 0, did not meet school wide target; <i>API less than 800</i>	*	**	***
School wide API Growth EQ or LT 0; <i>API less than 800</i>	[No stars]	*	**

**\*\*\*\*\*** = Exemplary

**\*\*\*\*** = Commendable

**\*\*\*** = On the Move

**\*\*** = Some Improvement

**\*** = Academic Watch

**[No stars]** = Academic Decline (highest priority for intervention)

## Attachment B

### California's Timetable for Implementing NCLB Requirements

Anticipated Month of Activity	Activity
<b>2002</b>	
May	Transitioned existing Program Improvement schools to NCLB
October	Released 2002 Growth Academic Performance Index (API) data
December	Released certified 2002 Growth API data
<b>2003</b>	
January	<ul style="list-style-type: none"> <li>California State Board of Education approved proposed definition of Adequate Yearly Progress and other elements of the NCLB accountability workbook</li> <li>Submit Accountability Workbook to the USDE, including starting points for grades 2-8</li> </ul>
February	<ul style="list-style-type: none"> <li>Begin regulatory process to modify current API regulations to conform with NCLB</li> <li>Release 2002 Base API data</li> </ul>
March	Establish performance levels on the California High School Exit Exam (CAHSEE) for use under NCLB
May	<ul style="list-style-type: none"> <li>Begin legislative process to modify current API legislation to conform with NCLB</li> <li>Release estimated 2002 baseline data to schools and LEAs based on federal AYP criteria (a re-release of the 2002 Base API data may also be included pending legislative changes)</li> <li>Submit estimated starting points for grades 10-12</li> <li>Submit estimated starting point for the proxy graduation rate</li> </ul>
July	2003 assessment data released to LEAs
August	<ul style="list-style-type: none"> <li>State, LEA and school 2003 assessment data released to the public</li> <li>Preliminary AYP report released to LEAs based on 2003 assessment data</li> </ul>
September	Re-evaluate baseline data for grades 10-12 based on 2003 assessment results
October	Release 2003 Growth API data
December	<ul style="list-style-type: none"> <li>Release certified 2003 Growth API data and final AYP report</li> <li>Release school, LEA, and state accountability report cards</li> </ul>



<b>2004</b>	
January	Release 2003 Base API data
August	<ul style="list-style-type: none"> <li>• State, LEA and school 2004 assessment data released to the public</li> <li>• Preliminary AYP report released to LEAs based on 2004 assessment data</li> </ul>
September	Publish proxy graduation rate
October	Release 2004 Growth API data
December	<ul style="list-style-type: none"> <li>• Release certified 2004 Growth API data and final AYP report</li> <li>• Release school, LEA, and state accountability report cards</li> </ul>
<b>2005</b>	
January – December	Same activities as described for 2004 plus the development of science assessments in the required grades
<b>2006</b>	
January – December	Same activities as described for 2004
<b>2007</b>	
January – December	Same activities as described for 2004
<b>2008</b>	
Spring	Administer science assessments at required grades

## Attachment C How to Apply: National and State Title I Achieving Schools Award Program

### **Purpose**

The purpose of the Title I Achieving Schools Award Program is to identify schools that are demonstrating success in ensuring that all children make significant progress toward meeting or exceeding state content standards.

### **Timeline**

- |  |                  |
|--|------------------|
| • Statement of Intent to Apply due   | January 8, 2003  |
| • Applications for National and State Title I Recognition due  | January 20, 2003 |
| • Site visits for National and State Applicants scheduled  | February, 2003   |
| • Notifications of Nomination for the<br>Title I National and State Recognition Program mailed to LEAs | March 20, 2003   |
| • California Title I Achieving Schools Awards Conference<br>at the San Diego Sheraton Hotel and Marina | May 12-14, 2003  |

For planning purposes, CDE is requesting that districts submit a Statement of **Intent to Apply** (see Application Page 3) for all schools interested in submitting an application. It is due by January 8, 2003 and may be faxed to (916) 319-0151 or sent by e-mail to [HDeLane@cde.ca.gov](mailto:HDeLane@cde.ca.gov), or mailed to the address below

All applications **must be received** (not postmarked) by the California Department of Education by 5:00 PM on **January 20, 2003** to be considered for the National and State Title I Achieving Schools Awards Program.

**All applications should be mailed to:** The California Department of Education  
Title I Policy and Partnership Office  
P.O. Box 944272  
Sacramento, CA 94244-2720  
Attention: Howie DeLane  
FAX: (916) 319-0151

### **Application Process**

There are three steps to apply for the National and State Title I Achieving Schools Award:

#### **Step 1: Meet the Eligibility Criteria**

This request for applications is being sent to all districts with schools with 100 or more valid test scores that meet all the eligibility criteria.

1. A 2002 API score of 675 or higher for schools with more than 100 valid test scores
2. A poverty indicator of at least 50 percent
3. A participation rate in the 2002 SAT 9 testing of at least 95% of K-8 students and 90% of 9-12 students
4. Achievement of the school's API growth targets in 2000, 2001 and 2002
5. Achievement of twice the schoolwide API growth target and twice the API growth target for social economically disadvantaged students for two out of the last three years.

## **Step 2: Submit Application**

### **Part I-Responding to Selected Topics and School Narrative**

The application must:

- ◆ Describe the work the school has done in the five general topic areas. Please refer to page 2 of the application packet.
- ◆ Include a one-page narrative describing the school. Please refer to Page 3 of the Application Packet.

Number of Copies: Please submit an original and two copies of the application materials.

Program Description: For the readers' benefit, we are limiting the program description to 12 double-spaced pages (size 8 ½ X 11). The size of the type must be 12 points. Top, bottom, left and right margins should be approximately 1 inch. Pages should be clearly numbered. (Nomination page, assurance page, one-page narrative, cover page, and table of contents are excluded from the page limitation.) Any additional material will be removed and not considered by the readers. During the review, emphasis will be placed on how well the description meets the criteria enumerated in the rubric (Appendix) and not on the length of the document.

One page narrative: A one-page narrative describing the school is required. It should include information about student achievement, poverty, demographics, and noteworthy information (e.g., key program features and the kinds of activities in which the students are involved that have influenced student achievement). Descriptions should also include information about other aspects of the school that has influenced the overall program. Be sure to include school name, address, contact name, and phone. The narrative may be single spaced. However, a 12-point font size should be used. Please refer to page 3 of the application packet.

### **Part II—Submission of Required Forms**

- ◆ Schools must have the district complete the Nomination Form.
- ◆ Schools and districts must sign the assurances form.

## **Step 3: Participate in a site visit**

Applications that score well on a four-point rubric will be considered candidates for the National and State Award and will be scheduled for a site visit in February and, when necessary, early March. The visit is to verify the content of the application. A two- to- three person team will visit the school for a full day. The largest portion of the day will be spent visiting classrooms, although, informal conversations with teachers, parents, and students will also be scheduled.

# **2003 National and State Title I Achieving Schools Awards Application Packet**

## **Topics Schools Must Address**

Schools must respond to the topics below. Although, the total application is limited to 12 double spaced pages, there is no page limit for each individual topic.

**Please respond to the following topics:**

### **I. ATTRIBUTES OF PROGRAM:**

#### **1. Opportunity for All Students to Meet Proficient and Advanced Levels of Performance**

Describe the effort at the school to provide all students an opportunity to meet and/or exceed state content standards through: a) curriculum, b) instruction c) student assessment, and d) intervention strategies for students achieving below grade level.

#### **2. Professional Development**

Describe how professional development activities are selected, implemented, and supported in the classroom to ensure that instructional staff is able to assist all students to meet or exceed state content standards in English language arts and mathematics. Be sure to include activities for teachers, paraprofessionals, parents and others.

#### **3. Coordination With Other Programs**

Describe how academic and learning support services for specially funded students are coordinated to assure that there is a coherent program and students receive all assistance based on their individually assessed needs.

#### **4. Response to Individual Needs of Students**

Describe the various approaches the school has implemented to respond to the academic, cultural, social and linguistic strengths and individual needs of the students served.

#### **5. Partnerships Among Schools, Parents, and Communities**

Describe the various strategies the school has implemented to engage parents and community members in developing shared responsibilities of home, school, and community for children's learning and development, and, develop parents' understanding regarding state content standards their children are expected to attain, understanding their children's current achievement level related to the standards, and ways they, as parents, can support their children's attainment of the state content standards both at home and at school.

## II. Narrative: Student Achievement And Program Assessment

### (a) Student Achievement

Describe how student achievement data have been used to implement specific changes in the school's curriculum, instructional practices, classroom assessment, and personnel assignment. Provide specific examples of how these changes contributed to improved student achievement.

### (b) Program Assessment

1. What are the school's strengths?
2. What are the school's areas for improvement?
3. What steps are being taken to strengthen these areas?
4. What percentage of students is at or over the state defined level of proficiency in reading and mathematics? Report each percentage separately?

Name of District	Anticipates that approximately	Number
of schools will apply for the 2003 National and State Achieving Schools Award.		

E-Mail \_\_\_\_\_

School Name	Principal's Name
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**National and State Title I Achievement School Recognition Program\***  
**Nomination Form**  
**2003**

\_\_\_\_\_  
Name of School (to be printed on certificate)

\_\_\_\_\_  
Grades Served

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City and State

\_\_\_\_\_  
Zip code

( ) \_\_\_\_\_  
School's Telephone Number

( ) \_\_\_\_\_  
School's Fax Number

\_\_\_\_\_  
Contact's E-mail Address

\_\_\_\_\_  
School's Website

\_\_\_\_\_  
Principal's Name

\_\_\_\_\_  
Name of Local Educational Agency

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State and Zip Code

\_\_\_\_\_  
Telephone Number

*I have reviewed the information and evaluation data presented on this form and, to the best of my knowledge, they are accurate.*

**Miss   Ms.   Mrs.   Mr.   Dr. (Circle one)**

\_\_\_\_\_  
**(Name of the Local Title I Coordinator or/and official preparing this nomination)**

\_\_\_\_\_  
Title

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Telephone Number**

\* This recognition is open to NCLB Title I elementary, middle grades, and high schools that are either targeted assistance schools or schoolwide program schools.



## **Assurances for the National And State Title I Achieving Schools Program**

The Office for Civil Rights (OCR) has not issued a letter of findings to the school district concluding that the school has violated one or more of the civil rights statutes or that there is a districtwide violation that may affect the school, and the school district has not remedied the violation(s) with a corrective action.

The nominated school is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review.

The Department of Justice does not have a pending suit against the district alleging that the nominated school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.

The Department of Justice does not have a pending suit alleging that the nominated school, or district as a whole, has fraudulently used Department (or other government) funds.

There are no findings or violations of the Individuals with Disabilities Education Act in a U.S. monitoring report that apply to the school (or school district, as applicable) in question, and if there are such findings, the school and/or district has corrected, or agreed to correct the problem. Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed program(s) "is accessible to persons with disabilities."

The nominated school does not have outstanding complaints and/or non-complaint items on the latest Coordinated Compliance Review.

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Name of Nominated School

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Name of Principal

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Signature

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Date

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Name of Local Education Agency

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Name of District Superintendent

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Signature

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Date

## National And State Achieving Schools Application Rubric for Rating the 2002 Awards

### 1 Opportunity for all Students to Meet Proficient and Advanced Levels of Performance

Describe the effort at your school to provide all students an opportunity to meet and/or exceed state content standards through: a) curriculum, b) instruction, c) student assessment, and d) intervention strategies for students achieving below grade level.

Level 4 Significant Evidence	Level 3 Substantial Evidence	Level 2 Adequate Evidence	Level 1 Limited Evidence
<ul style="list-style-type: none"> <li>The description provides significant evidence that a standards-based curriculum is provided to all students.</li> <li>The description provides significant evidence that multiple strategies are utilized in classroom instruction to address the learning styles of all students with an acknowledgment of cultural differences.</li> <li>The description provides significant evidence that appropriate interventions for students achieving below grade level are provided (e.g., moderate intervention for students achieving below grade level and intensive interventions for students achieving significantly below grade level).</li> <li>Public criteria for evaluating student work have been developed, are directly linked to standards, and are clearly communicated to students and parents.</li> <li>The description provides significant evidence, using specific examples, that all students (e.g., Title I, EL) have multiple opportunities and ways to demonstrate achievement</li> </ul>	<ul style="list-style-type: none"> <li>The description provides substantial evidence that a standards-based curriculum is provided to most student groups.</li> <li>The description provides substantial evidence that multiple strategies are utilized in classroom instruction to address the learning styles of most students with an acknowledgment of cultural differences.</li> <li>The description provides substantial evidence that appropriate interventions for students achieving below grade level are provided (e.g., moderate intervention for students achieving below grade level and intensive interventions for students achieving significantly below grade level).</li> <li>Public criteria for evaluating student work have been developed, are linked to standards, and are communicated to students.</li> <li>The description provides substantial evidence, using general examples, that most students have multiple opportunities and ways to demonstrate achievement of the standards.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides adequate evidence that standards-based curriculum is provided to a majority of student groups.</li> <li>The description provides adequate evidence that the school is making an effort to incorporate multiple strategies into classroom instruction to address the learning styles of students with some acknowledgment of cultural differences.</li> <li>The description provides adequate evidence that the school is making an effort to provide intervention strategies to students achieving significantly below grade level. Interventions may be limited and may not provide all students with appropriate interventions.</li> <li>Public criteria for evaluating student work are currently being developed.</li> <li>The description provides adequate evidence that students have some opportunities and ways, beyond the traditional classroom tests and SAT 9 tests to demonstrate achievement of the standards.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides limited evidence that a standards-based curriculum is provided to students.</li> <li>The description provides limited evidence that multiple strategies are utilized in classroom instruction to address the learning styles of students with an acknowledgment of cultural differences.</li> <li>The description provides limited evidence that interventions for students achieving below grade level are provided.</li> <li>There are no formal public criteria in place for evaluating student work.</li> <li>The description provides limited evidence that students have opportunities beyond traditional classroom and SAT 9 tests to demonstrate achievement of the standards.</li> <li>The description provides limited evidence that students are engaged in producing work that requires high-level thinking skills.</li> </ul>

<b>Level 4 Significant Evidence</b>	<b>Level 3 Substantial Evidence</b>	<b>Level 2 Adequate Evidence</b>	<b>Level 1 Limited Evidence</b>
<p>of the standards.</p> <ul style="list-style-type: none"> <li>• The description provides significant evidence, using specific examples, that all students are routinely engaged in work that requires high-level thinking skills.</li> <li>• The description provides significant evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards.</li> <li>• The description provides significant evidence that all students are provided the district's core curriculum through district supported instructional delivery system.</li> <li>• The description provides significant evidence that all students are provided supplemental program services for which they are eligible.</li> </ul>	<ul style="list-style-type: none"> <li>• provides substantial evidence, using general examples, that most students are routinely engaged in producing work that requires high-level thinking skills.</li> <li>• The description provides substantial evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards.</li> <li>• The description provides substantial evidence that all students are provided the district's core curriculum through district supported instructional delivery system.</li> <li>• The description provides substantial evidence that all students are provided supplemental program services for which they are eligible.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides adequate evidence that suggests students are sporadically engaged in work that requires high-level thinking skills.</li> <li>• The description provides adequate evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards.</li> <li>• The description provides adequate evidence that all students are provided the district's core curriculum through district supported instructional delivery system</li> <li>• The description provides adequate evidence that all students are provided supplemental program services for which they are eligible.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides limited evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards.</li> <li>• The description provides limited evidence that all students are provided the district's core curriculum through district supported instructional delivery system</li> <li>• The description provides limited evidence that all students are provided supplemental program services for which they are eligible.</li> </ul>

## 2. Professional Development

Describe how professional development activities are selected, implemented, and supported in the classroom to ensure that instructional staff is able to assist all students meet or exceed state content standards. Be sure to include activities for teachers, paraprofessionals, **parents and others**.

Level 4 Significant Evidence	Level 3 Substantial Evidence	Level 2 Adequate Evidence	Level 1 Limited Evidence
<ul style="list-style-type: none"> <li>The description provides significant evidence that professional development (PD) for teachers &amp; paraprofessionals is selected to address specific areas of need based on analysis of student achievement data and identified teacher need.</li> <li>The description provides significant evidence, using specific examples, that a formal structure is in place that provides teachers with ongoing classroom-level support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches through mentoring, coaching, ongoing opportunities to share strong instructional practices with peers, etc.</li> <li>The description provides significant evidence, using specific examples, that PD is provided to parents and community members that supports and encourages their participation in helping students meet or exceed the standards.</li> <li>Significant time and resources are provided for selecting, implementing, and supporting PD activities.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides substantial evidence that professional development (PD) for teachers and paraprofessionals is selected to address areas of student need based on student achievement data and identified teacher need.</li> <li>The description provides substantial evidence, using examples, that a structure is in place that provides teachers with ongoing classroom-level support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches through mentoring, coaching, opportunities to share strong instructional practices with peers, etc.</li> <li>The description provides substantial evidence, using examples, PD is provided to parents and community members that support their participation in helping students meet the standards.</li> <li>Substantial time and resources are provided for selecting, implementing, and supporting PD activities.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides adequate evidence that professional development (PD) for teachers &amp; paraprofessionals is selected to address perceived problems without the use of student achievement data and/or identified teacher need.</li> <li>The description provides adequate evidence that the school and staff are making an effort to encourage and provide teachers with support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches. However, support systems are in development rather than implemented</li> <li>There is adequate evidence that the school is making an effort to provide parents and community members with PD that assists them in their participation in helping students meet the standards.</li> <li>Time and resources are provided for PD; however, there is evidence that the PD is fragmented.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides limited evidence that professional development (PD) for teachers and paraprofessionals is based on individual interest and is not linked to students' needs.</li> <li></li> <li>There is limited evidence that teachers are provided with ongoing support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches.</li> <li>There is limited evidence that the school is providing parents and community members with PD that assists them in their participation in helping students meet the standards.</li> <li>Limited time and/or resources are provided for PD.</li> </ul>

### 3. Coordination With Other Programs

Describe how academic and learning support services for specially funded students are coordinated to assure that there is a coherent program and students receive all assistance based on their individually assessed needs.

<b>Level 4 Significant Evidence</b>	<b>Level 3 Substantial Evidence</b>	<b>Level 2 Adequate Evidence</b>	<b>Level 1 Limited Evidence</b>
<ul style="list-style-type: none"> <li>• The description provides significant evidence using specific examples that academic and learning support services are coordinated and coherent.</li> <li>• The description provides significant evidence using specific examples that academic and learning support services are offered to parents and community members based on their identified needs.</li> <li>• The description provides significant evidence that specially funded students receive the services that address their specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides substantial evidence using examples, that academic and learning support services for specially funded students are coordinated and coherent.</li> <li>• The description provides substantial evidence using specific examples that academic and learning support services are offered to parents and community members based on their identified needs.</li> <li>• The description provides substantial evidence using specific examples that specially funded students receive the services that address their specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides adequate evidence, mostly through generalization, that the school has attempted to provide coordinated and coherent academic and learning support services for specially funded students.</li> <li>• The description provides adequate evidence that academic and learning support services are offered to parents and community members based on there identified needs.</li> <li>• The description provides adequate evidence that the school is attempting to meet the specific needs of specially funded students.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides limited evidence that the school is providing</li> <li>• Coordinated and coherent academic and learning support services for specially funded students</li> <li>• The description provides limited or no evidence that academic and learning support services are offered to parents and community members based on their identified needs.</li> <li>• The description provides limited evidence that the school is meeting the specific needs of specially funded students.</li> </ul>

#### 4. Response to Individual Needs of Students

Describe the various approaches the school has implemented to respond to the academic, cultural, social and linguistic strengths and individual needs of the students served.

<b>Level 4 Significant Evidence</b>	<b>Level 3 Substantial Evidence</b>	<b>Level 2 Adequate Evidence</b>	<b>Level 1 Limited Evidence</b>
<ul style="list-style-type: none"> <li>• The description provides significant evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc.</li> <li>• The description provides significant evidence that the school regularly provides opportunities for students, parents, and community members to promote and participate in activities that provide cross-cultural understanding.</li> <li>• The description provides significant evidence that the school provides students, parents and community members with multiple opportunities to engage in social/academic activities (e.g., math nights, family reading nights)</li> <li>• The description provides significant evidence that students are offered a variety of after school academic and social enrichment programs to enhance student learning (e.g. computer clubs, cultural dance clubs, Odyssey of the Mind)</li> <li>• The description provides significant evidence that the school provides English learners with comprehensive grade-level academic instruction. The school implements an organized instructional program that includes primary language instruction/support, SDAIE, sheltered instruction, or a combination of these approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides substantial evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc.</li> <li>• The description provides substantial evidence that the school provides opportunities for students, parents, and community members to participate in activities that provide cross-cultural understanding.</li> <li>• The description provides substantial evidence that the school provides students, parents, and community members with multiple opportunities to engage in social/academic activities (e.g., math nights, family reading nights)</li> <li>• The description provides substantial evidence students are offered after school academic and social enrichment programs to enhance student learning (e.g. computer clubs, cultural dance clubs, Odyssey of the Mind)</li> <li>• The description provides substantial evidence that the school provides English learners with comprehensive grade-level academic instruction. The school implements an organized instructional program that includes primary language instruction/support, SDAIE, sheltered instruction, or a combination of these approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides adequate evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc.</li> <li>• The description provides adequate evidence that the school provides occasional opportunities for students, parents, and community members to participate in activities that provide cross-cultural understanding.</li> <li>• The description provides adequate evidence that the school provides students, parents and community members with occasional opportunities to engage in social/academic activities (e.g., math nights, family reading nights)</li> <li>• The description provides adequate evidence that students are offered after school academic or social enrichment programs to enhance student learning (e.g., homework clubs, computer clubs, cultural dance clubs)</li> <li>• The description provides evidence that the school provides English learners with grade-level academic instruction. The school implements an instructional program that includes primary language instruction/support, SDAIE, sheltered instruction, or a combination of these approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides limited evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc.</li> <li>• The description provides limited evidence that the school provides opportunities for students, parents, and community members to participate in activities that provide cross-cultural understanding.</li> <li>• The description provides limited evidence that the school provides students, and parents with a few opportunities to engage in social/academic activities (e.g., math nights, family reading nights)</li> <li>• The description provides limited evidence that students are offered after school academic or cultural enrichment programs to enhance student learning (e.g., homework clubs, computer clubs, cultural dance clubs)</li> <li>• The description provides limited evidence that the school provides English learners with grade-level academic instruction. The school implements an instructional program that includes primary language instruction/support.</li> </ul>

## 5. Partnerships Among Schools, Parents, and Communities

Describe the various strategies the school has implemented to engage parents and community members in developing shared responsibilities of home, school, and community for children's learning and development, and develop parent's understanding regarding state content standards their children are expected to attain, understanding their children's current achievement level related to the standards, and ways they, as parents, can support their children's attainment of the standards both at home and at school.

<b>Level 4 Significant Evidence</b>	<b>Level 3 Substantial Evidence</b>	<b>Level 2 Adequate Evidence</b>	<b>Level 1 Limited Evidence</b>
<ul style="list-style-type: none"> <li>• The description provides significant evidence that a variety of strategies are used to assist parents and community members in the understanding of the state content standards.</li> <li>• The description provides significant evidence that a comprehensive two-way communication system is in place to regularly inform all parents and family members (e.g., those who do not speak English well, do not read well, or need large type) of their children's progress toward attaining the standards.</li> <li>• The description provides significant evidence that parents are provided multiple opportunities to learn strategies to support and extend the school's instructional program (e.g., workshops on homework assistance strategies, strategies on how to work with children in content areas, etc.).</li> <li>• The description provides significant evidence that parents are provided with a variety of options for supporting classroom instruction (e.g. rolling readers, parents as speakers, assisting in the classroom, library or technology center, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides substantial evidence that strategies are used to assist parents and community members in the understanding of the state content standards.</li> <li>• The description provides substantial evidence that a two-way communication system is in place to regularly inform all parents and family members (e.g., those who do not speak English well, do not read well, or need large type) of their children's progress toward attaining the standards.</li> <li>• The description provides substantial evidence that parents are provided opportunities to learn strategies to support and extend the school's instructional program (e.g., workshops on homework assistance strategies, strategies on how to work with children in content areas, etc.).</li> <li>• The description provides substantial evidence that parents are provided with options for supporting classroom instruction (e.g. rolling readers, parents as speakers, assisting in the classroom, library or technology center, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides adequate evidence that the school makes an effort to assist parents and community members in the understanding of the state content standards.</li> <li>• The description provides adequate evidence that the school regularly communicates with parents to inform them (e.g., those who do not speak English well) of their children's progress toward attaining the standards.</li> <li>• The description provides adequate evidence that parents are provided opportunities to learn strategies to support the school's instructional program (e.g. workshops on homework assistance strategies, etc.).</li> <li>• The description provides adequate evidence that parents are provided opportunities to support the classroom teacher (e.g. duplicating materials, decorating the room, assisting with special events, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• The description provides limited evidence that the school makes an effort to assist parents and community members in the understanding of the state content standards.</li> <li>• The description provides limited evidence that the school regularly communicates with parents to inform them of their children's progress toward attaining the standards.</li> <li>• The description provides limited evidence that parents are provided opportunities to learn strategies to support the school's instructional program (e.g. workshops on homework assistance strategies, etc.).</li> <li>• The description provides limited evidence that parents are provided opportunities to support the classroom teacher (e.g. duplicating materials, decorating the room, assisting with special events, etc.).</li> </ul>





## II. Effectiveness and Achievement

### Use of Student Achievement Data

Describe how student achievement data were used to implement specific changes in the school's curriculum, instructional practices, classroom assessment, and personnel assignments. Provide specific examples of how these changes contributed to improved student learning.

<b>Level 4</b> <b>Significant Evidence</b>	<b>Level 3</b> <b>Substantial Evidence</b>	<b>Level 2</b> <b>Adequate Evidence</b>	<b>Level 1</b> <b>Limited Evidence</b>
<ul style="list-style-type: none"> <li>The description provides significant evidence, using specific examples that an analysis of data was used to implement, monitor, and make changes to curriculum, instructional materials, instructional practices, classroom assessments, and personnel.</li> <li>The description provides significant evidence, using specific examples, that teachers regularly use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction.</li> <li>The description provides significant evidence, using data and specific examples, that the changes made at the school directly and positively impacted student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides substantial evidence, using general examples, that an analysis of data was used to monitor and make changes to curriculum, instructional materials, instructional practices, classroom assessments, and personnel.</li> <li>The description provides substantial evidence, using general examples, that teachers regularly use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction.</li> <li>The description provides substantial evidence, using data and general examples, that the changes made at the school positively impacted student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides adequate evidence, mostly through generalization, that an analysis of data was used to monitor and make some or selected changes to curriculum, instructional materials, instructional practices, classroom assessments, and/or personnel.</li> <li>The description provides adequate evidence that teachers occasionally use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine some existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction.</li> <li>The description provides adequate evidence that the changes made at the school had some positive impact on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The description provides limited evidence that the analysis of data was used to monitor and make changes to curriculum, instructional materials, instructional practices, classroom assessments, and/or personnel.</li> <li>The description provides limited evidence that teachers use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine a few existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction.</li> <li>The description provides limited evidence that changes made at the school had some positive impact on increased student achievement.</li> </ul>

## Attachment D

### Guidelines for Assigning CDS Codes For STAR Results of Students with Disabilities

In order for districts to consistently and uniformly assign the proper school codes for STAR results for students with disabilities, district STAR coordinators need guidelines for how to grid SSIDs and bundle the student answer documents. Table 2 identifies guidelines for assigning CDS codes for the 2003 administration of the STAR.

**Table 2**  
**Guidelines for Assigning CDS Codes for 2003 STAR Results for  
Students with Disabilities**

Special Education Service Providers	CDS Code to Which STAR Score is Assigned
Student's home* school provides special education services	School of service CDS Code
Student's special education services provided at a school other than their home school	District of residence CDS code*
District programs without a CDS code	District of residence CDS code*
District special schools and centers	District of residence CDS code*
Non-traditional public schools (Includes charter school, alternative education school, continuation school, juvenile court school, community school)	School of service CDS code
County special education program	County Special Education CDS code
Non-public school	District of residence CDS code*
State Special School	School of service CDS code
California Youth Authority	School of service CDS code

\*Home school refers to the student's neighborhood school or school assigned according to residence. In the case of open enrollment (parental choice allowing student's to enroll in another school other than their school assigned by residence) the school of choice would be considered the student's home school.

\*\*NOTE: The district of residence school code of 0000001 is not a formal CDS code but is instead a placeholder code provided by the Standards and Assessment Division. This code could continue to be used for the 2003 STAR administration.

Primary Ethnicity (Only Mark One)		Other Ethnicities (Mark all that Apply)
<input type="radio"/>	African American or Black (not of Hispanic origin)—500	<input type="radio"/>
<input type="radio"/>	American Indian or Alaskan Native—100	<input type="radio"/>
	Asian	
<input type="radio"/>	Chinese—201	<input type="radio"/>
<input type="radio"/>	Japanese—202	<input type="radio"/>
<input type="radio"/>	Korean—203	<input type="radio"/>
<input type="radio"/>	Vietnamese—204	<input type="radio"/>
<input type="radio"/>	Asian Indian—205	<input type="radio"/>
<input type="radio"/>	Laotian—206	<input type="radio"/>
<input type="radio"/>	Cambodian—207	<input type="radio"/>
<input type="radio"/>	Other Asian—299	<input type="radio"/>
<input type="radio"/>	Filipino—400	<input type="radio"/>
<input type="radio"/>	Hispanic or Latino—500	<input type="radio"/>
	Pacific Islander	
<input type="radio"/>	Native Hawaiian—301	<input type="radio"/>
<input type="radio"/>	Guamanian—302	<input type="radio"/>
<input type="radio"/>	Samoan—303	<input type="radio"/>
<input type="radio"/>	Tahitian—304	<input type="radio"/>
<input type="radio"/>	Other Pacific Islander—399	<input type="radio"/>
<input type="radio"/>	White (not of Hispanic origin)—700	<input type="radio"/>
<input type="radio"/>	<i>Declined to state—999</i>	<i>Does not apply</i>

Information on this page must be completed by school or district staff.

## COMPLETE FOR ALL STUDENTS

Mobility	
Darken the circle for the grade from which this student has been continuously enrolled in this school and district.	
School	<input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11
District	<input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11

CBEDS Enrollment	
This student was counted in the October 2002 CBEDS data collection and has been continuously enrolled since that date.	
School	<input type="radio"/> Yes <input type="radio"/> No
District	<input type="radio"/> Yes <input type="radio"/> No

Matriculation	
Complete if your district receives students from another district as part of a normal matriculation pattern.	
Last year this student was enrolled in an elementary school district that normally matriculates to this district.	
<input type="radio"/> Yes <input type="radio"/> No	

Student enrolled in school after the first day of testing
<input type="radio"/> Yes

This student receives special education services.																														
<input type="radio"/> No																														
If student receives special education services, grid the three-digit Primary Disability code from the IEP.																														
<table border="1"><tbody><tr><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr><tr><td>7</td><td></td><td></td></tr><tr><td>8</td><td></td><td></td></tr><tr><td>9</td><td></td><td></td></tr></tbody></table>	0	0	0	1	1	1	2			3			4			5			6			7			8			9		
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English Language Fluency	
<input type="radio"/> English Only	
<input type="radio"/> Initially Fluent—English Proficient (I-FEP)	
<input type="radio"/> English Learner (EL)	
<input type="radio"/> Redesignated-Fluent English Proficient (R-FEP)	

If student is an English Learner, enter the year first enrolled in school in the United States. Spring of:	<input type="radio"/> 199 <input type="radio"/> 0
	<input type="radio"/> 200 <input type="radio"/> 1
	<input type="radio"/> 2
	<input type="radio"/> 3
	<input type="radio"/> 4
	<input type="radio"/> 5
	<input type="radio"/> 6
	<input type="radio"/> 7
	<input type="radio"/> 8
	<input type="radio"/> 9

Home Language Code																					
2-digits																					
<table border="1"><tbody><tr><td>0</td><td>0</td></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>2</td></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>5</td></tr><tr><td>6</td><td>6</td></tr><tr><td>7</td><td>7</td></tr><tr><td>8</td><td>8</td></tr><tr><td>9</td><td>9</td></tr></tbody></table>		0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9
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9	9																				

N S L P	
(Grid one)	
YES	<input type="radio"/>
NO	<input type="radio"/>

Program Participation	
Grid all of the specially funded programs in which this student participated during this year.	
<input type="radio"/> Class Size Reduction Option 1 — Full day	For Grade 2 and 3 Only
<input type="radio"/> Class Size Reduction Option 2 — Half day	
<input type="radio"/> ESEA Title I — Schoolwide	
<input type="radio"/> ESEA Title I — Targeted	
<input type="radio"/> Migrant Education	
<input type="radio"/> Indian Education	
<input type="radio"/> Gifted and Talented	
<input type="radio"/> EL in ELD	
<input type="radio"/> EL in SDAIE	
<input type="radio"/> EL in ELD and SDAIE with Primary Language Support	
<input type="radio"/> EL in ELD and Academic Subjects through Primary Language	

<input type="radio"/> English Learner (EL) in California Public Schools less than 12 months	<b>ASAM Schools Only</b>
	<input type="radio"/> Student enrolled in school less than 90 days prior to testing

Accommodations and Modifications	
This section must be completed by the test examiner.	
Complete only the students who used accommodations or modifications during the test.	
<input type="radio"/> Student is an English learner enrolled in the district fewer than 12 months who used accommodations for the test.	
<input type="radio"/> Student was tested in Braille	
<input type="radio"/> Student was tested with accommodations specified in a 504 Plan.	
<input type="radio"/> Student was tested with accommodations specified in an IEP.	
<input type="radio"/> Student used extended time for one or more of the CAT/6 tests.	
Student was tested with modifications. Mark all that apply.	
<input type="radio"/> Reading/English Language Arts—test examiner read passages or questions aloud or signed them for the deaf.	
<input type="radio"/> Math tests—student used a calculator, arithmetic tables, or math manipulatives.	
<input type="radio"/> Reading/Language/Spelling tests—student used a dictionary, glossary, word book or word list.	
<input type="radio"/> Student used unique modifications not listed.	

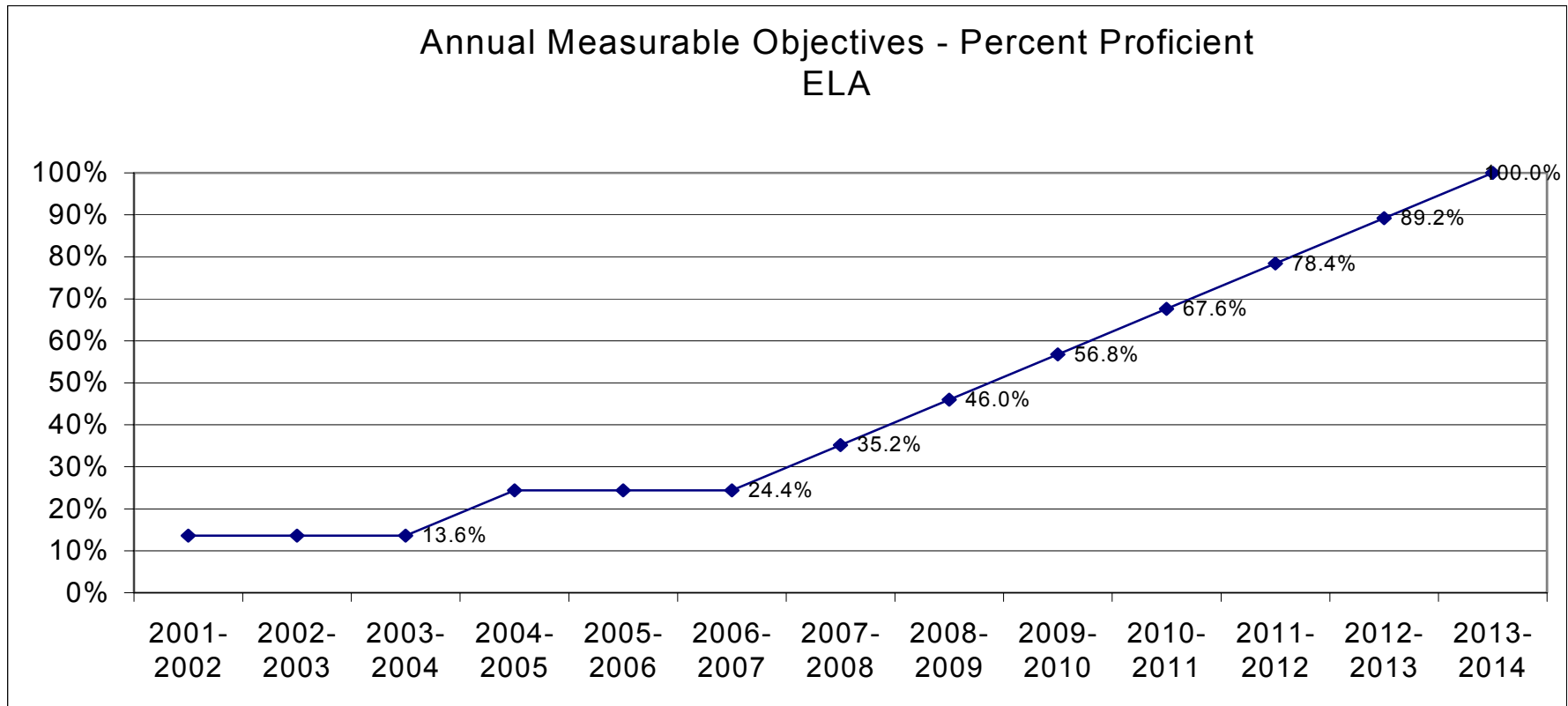
Parent/Guardian Exemptions	
This student took some tests, but was exempt from the following by parent/guardian request. Mark all that apply. If student is exempted from all tests, fill in the appropriate bubble in section for students not tested.	
Student was exempted from:	
<input type="radio"/> CST English Language Arts	<input type="radio"/> CAT/6 Reading/Language Arts
<input type="radio"/> CST Mathematics	<input type="radio"/> CAT/6 Spelling
<input type="radio"/> CST History-Social Science	<input type="radio"/> CAT/6 Mathematics
<input type="radio"/> CST Science	<input type="radio"/> CAT/6 Science

Scoring Center Use Only									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

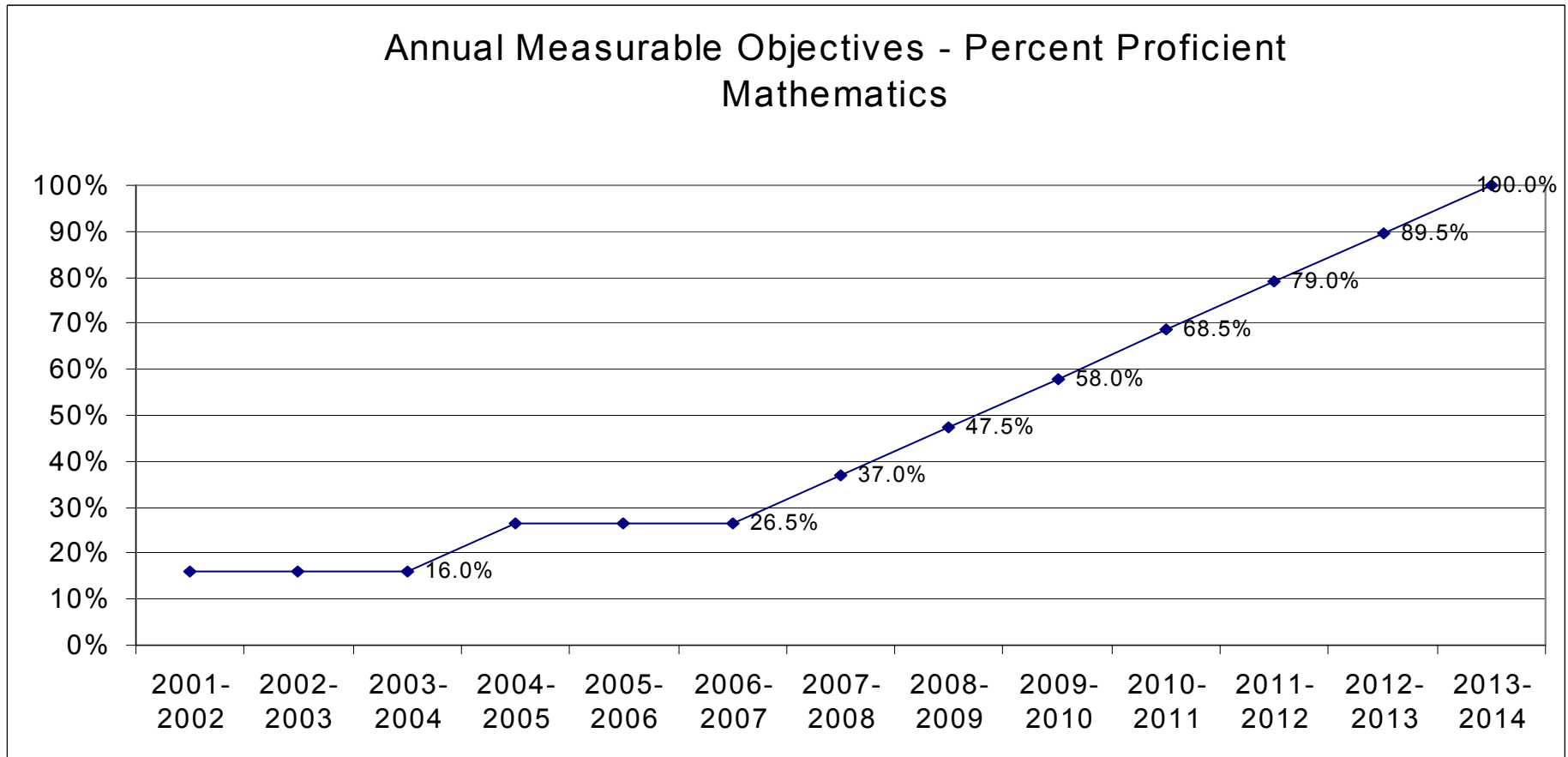
For Local Use									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
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4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Students Not Tested	
Mark only if student responded to No Test Questions. Mark only one.	
Student was not tested because:	
<input type="radio"/> Student has a significant disability and was assessed with the CAPA.	
<input type="radio"/> Student was exempt from all tests by parent request.	
<input type="radio"/> Student was absent for school's entire testing window.	

**Attachment G**  
**California's Intermediate Goals for English language Arts**



**Attachment H**  
**California's Intermediate Goals in Mathematics**



## Special Education Accommodations/Modifications For California Statewide Assessments

STAR							
Accommodation/Modification	CAT/6	CST	SABE/2	CAHSEE	GSE	CELDT	Physical Fitness
Presentation							
Braille	2	2	Not applicable	2	2	2*	Not applicable
Large print	2	2	2	2	2	2	Not applicable
Use visual magnifying equipment	1	1	1	1	1	1	Not applicable
Use audio amplification equipment	1	1	1	1	1	1	1
Simplify or clarify test directions	1	1	1	1	1	2 Reading and writing	1
						3 Listening/speaking	
Use sign language to translate directions	2	2	2	2	2	2	2
Questions or items read aloud to student/audio presentation	2 Except reading test	2 Except ELA test	2	2 Math portion	2 Except Reading, Writing and Spanish tests	2 Writing	Not applicable
	3 Reading test	3 ELA test		3** ELA portion	3 Reading, Writing and Spanish tests	3 Reading	
Use sign language to translate questions or items to student	2 Except reading test	2 Except ELA test	2 Except Reading test	2 Math portion	2 Except Reading, Writing and Spanish tests	2 Writing	Not applicable
	3 Reading test	3 ELA test		3** ELA portion	3 Reading, Writing and Spanish tests	3 Listening/speaking	
Student highlights key words in test booklet	2	2	2	2	2	2	Not applicable
On task reminders/verbal encouragement	1	1	1	1	1	1	1

\*Contact the California Department of Education to find out when a Braille version will be available.

\*\*See waiver policy for the California High School Exit Exam

Category 1 - Testing condition available to students who regularly use it in the classroom

Category 2 - Accommodation available only to students with documentation in IEP or 504 plan

Category 3 - Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

January 29, 2003

## Special Education Accommodations/Modifications For California Statewide Assessments

STAR							
Accommodation/Modification	CAT/6	CST	SABE/2	CAHSEE	GSE	CELDT	Physical Fitness
<b>Presentation (continued)</b>							
Noise buffers	1	1	1	1	1	1	1
Turn pages for student	1	1	1	1	1	1	Not applicable
<b>Timing/Scheduling</b>							
Extra time within a testing day	2	1	2	1	2	1	1
Test over more than one day (for test expected to be completed within one session)	2	2	2	2 contact test contractor	2	2	2
Breaks within a subtest (supervised)	2	2	2	2	2	2	2
Administer at time most beneficial to student	2	2	2	2 contact test contractor	2	2	2
<b>Setting</b>							
Test individually (supervised)	1	1	1	1	1	1	1
Test in small group	1	1	1	1	1	1	1
Provide special lighting	1	1	1	1	1	1	Not applicable
Use adaptive furniture	1	1	1	1	1	1	Not applicable
Test in study carrel/study enclosure	1	1	1	1	1	1	Not applicable
Test at home or in hospital (administered by certificated teacher)	2	2	2	2	2	2	2
<b>Response</b>							
Student marks responses in test booklet (adult transfers to answer document)	2	2	2	2	2	2	Not applicable
Indicate responses to a scribe for selected - response items	2	2	2	2	2	2	Not applicable

\*Contact the California Department of Education to find out when a Braille version will be available.

\*\*See waiver policy for the California High School Exit Exam

Category 1 - Testing condition available to students who regularly use it in the classroom

Category 2 - Accommodation available only to students with documentation in IEP or 504 plan

Category 3 - Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

January 29, 2003



## Special Education Accommodations/Modifications For California Statewide Assessments

STAR							
Accommodation/Modification	CAT/6	CST	SABE/2	CAHSEE	GSE	CELDT	Physical Fitness
<b>Response (continued)</b>							
Indicate responses to a scribe for a writing test (student indicates all spelling and language conventions)	Not applicable	2	Not applicable	2	2	2	Not applicable
Indicate responses to a scribe for a writing test, (scribe provides spelling, grammar, and language conventions)	Not applicable	3	Not applicable	3**	3	3	Not applicable
<b>Use Of Aids Or Tools</b>							
Use dictionary	3	3	3	3**	3	3	Not applicable
Use word processing software with spell and grammar check tools turned off.	Not applicable	2	Not applicable	2	2	2	Not applicable
Use spellchecker, grammar checker, or word processing software that checks spelling and grammar.	Not applicable	3	Not applicable	3**	3	3	Not applicable
Use assistive device that does not interfere with the independent work of the student	2	2	2	2	2	2	Not applicable
Use assistive device that interferes with the independent work of the student	3	3	3	3**	3	3	Not applicable
Use calculator (programs disabled)	3	3	3	3**	3	Not applicable	Not applicable
Use an arithmetic table	3	3	3	3**	3	Not applicable	Not applicable
Use a marker or mask to maintain place	1	1	1	1	1	1	Not applicable
Use colored overlay	1	1	1	1	1	1	Not applicable
<b>Other</b>							
Unlisted accommodation or modification	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE

\*Contact the California Department of Education to find out when a Braille version will be available.

\*\*See waiver policy for the California High School Exit Exam

Category 1 - Testing condition available to students who regularly use it in the classroom

Category 2 - Accommodation available only to students with documentation in IEP or 504 plan

Category 3 - Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

January 29, 2003

## Attachment J

Sacramento Office  
1303 "J" Street Suite 420  
Sacramento, CA 94607



Phone (916) 440-1266  
FAX (916) 440-8110

Richard Diaz  
California Department of Education  
P.O. Box 944272  
Sacramento, CA 94244-2720

January 17, 2003

Dear Mr. Diaz

The California Standards Tests (CST) were developed with the intent that each test would cover the content standards for grades 2 through 8 in English language arts (ELA) and mathematics, and, for grades 9 through 11, would cover the standards specific to courses in the following subject areas: ELA, mathematics, history/social science, and science. In 2003, new tests are being added in science at grade 5, and history/social science at grade 8. Independent groups of content experts reviewed the test items to ensure content alignment. Content experts in each subject were also recruited to assure that the new CST test items were developed in accordance with the rationale for establishing a sound content validity foundation as specified in the *Standards for Educational and Psychological Testing*. The final CSTs meet professionally accepted criteria for content validity.

Reliability evidence for previous CST forms was established in two ways. First, the Kuder-Richardson Formula 20 (KR-20), an index of internal consistency, was calculated for each test. Next, asymptotic conditional standard errors of measurement (CSEM) were calculated via item response theory to supplement the KR-20 reliabilities. The CSEM provides an indication of measurement precision at various levels along the ability continuum. CST forms developed for 2003 have been constructed to similar statistical specifications as forms developed in the past. It is anticipated that CST KR-20 coefficients will range in the high .80s and low .90s, which is a generally acceptable level of reliability for tests of these lengths, and comparable to the values observed for previous CST forms. The CSEMs will be lowest in the intervals of the reported score scale where the majority of the test-takers are located. It is expected that the KR-20s and CSEM for the CSTs will meet the intended statistical specifications, and that the CSTs will set an example for desirable psychometric properties.

A key goal of the State's assessment program is determining how California students compare with students throughout the nation in terms of basic academic skills. This objective is accomplished through the inclusion of the California Achievement Tests, Sixth Edition (CAT-6) in the assessment battery. The CAT-6 is a well established norm-referenced test battery that has "survived the test of time". The content- and construct-validity of the battery are described in the CAT-6 Technical Report. Reliabilities for the

## **Attachment J**

Survey forms used in California are described in the Technical Report as typical for tests of this type.

Please feel free to contact me if you have questions about ETS's efforts to ensure the reliability and validity of the testing programs provided under the STAR contract.

George Powell, Ph.D.  
STAR Executive Director  
Educational Testing Service

## Attachment K

### 2003 Adequate Yearly Progress (AYP): Proficient of Above School Report – Grades 2-8

\_\_\_\_\_, 2003

School: Faux Elementary  
District: Alameda City Unified  
County: Alameda  
CDS Code: 01-61119-6110000

For more details about the report, see  
(documentation)

#### School Met All AYP Proficient or Above Targets for 2003? (Yes / No / N/A)

2003 AYP Percent Proficient or Above Targets	18.0% English Language Arts (ELA)
These targets apply school-wide and to every numerically significant subgroup.	20.0% Mathematics
	95.0% Participation Rate

#### ENGLISH LANGUAGE ARTS

Groups	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Valid Scores	Proficient or Above		AYP Target Met (Y / N / N/A)
					Number	Percent	
<b>Schoolwide</b>							
African American (not of Hispanic origin)							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Pacific Islander							
White (not of Hispanic origin)							
Socioeconomically Disadvantaged							
English Learner							
Special Education							

#### MATHEMATICS

Groups	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Valid Scores	Proficient or Above		AYP Target Met (Y / N / N/A)
					Number	Percent	
<b>Schoolwide</b>							
African American (not of Hispanic origin)							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Pacific Islander							
White (not of Hispanic origin)							
Socioeconomically Disadvantaged							
English Learner							
Special Education							

“N/A” means a number is not available due to no test takers or small numbers tested in that group. If the number of valid test scores is less than 11, then no results are printed.

Note: Enrollment First Day of Testing and Number of Students Tested will only be printed if there are at least 11 students enrolled on the first day. Participation Rate will only be printed if there are at least 50 students enrolled on the first day. Valid Scores, Number Proficient, and Percent Proficient will only be printed if there are at least 11 students with valid scores. AYP Target Met will only be printed: 1) schoolwide if there are 50 or more students with valid scores and 2) for each subgroup if there are at least 100 valid test scores or 50 valid test scores making up at least 15% of valid scores schoolwide.